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AUTHOR Szymanski, Miroslaw
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ABSTRACT

Presenting both narrative and tabular data, this document emphasizes recent (1973-75) improvements in Poland's educational programs, policies, and legislation. Specifically, this paper addresses: (1) educational development during the 30 years of the Polish People's Republic (an historical comparison emphasizing post-war educational opportunities which have served to equalize rural-urban and class differences and promote the socioeconomic and cultural progress of the country); (2) main changes in the school organization (popularization of preschool education; universal secondary education in 10-year schools via uniform curricula; organization of vocational schools and centers of permanent education; preparation of 10-year graduates in 2-year schools with specialized sections; higher education admission via 2 years of specialized school, vocational school, outstanding skills in school olympics or national competitions, or graduation from the 10-year school plus 2 years of exemplary work or military service; and school program continuity); (3) the development of the educational system (preschool education, primary schools, secondary general schools, vocational education, special schools, adult and permanent education, social and educational assistance); (4) teacher education; (5) educational planning; (6) educational finance; (7) the modernization of educational management; (8) educational research; (9) important educational acts introduced between 1973 and 1975. (JC)

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The Ministry of Education

The Development of Education in the Polish People's Republic, 1973-1975

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NATIONAL INSTITUTE OF EDUCATION

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I. The Educational Development during the Thirty Years of the Polish People's Republic

The development of education during the thirty postwar years makes one of the greatest achievements of People's Poland. Education ceased to be only a domain of cultural consumption (in the midwar period divided among members of the society in a very unjust way), having become one of the most essential elements of socio-economic, political and cultural progress.

The data referring to the functioning of the educational system in the last prewar year and the first years after the war demonstrate a great dynamic of educational expansion. Only for some parts of liberated Poland was the school year 1944/45 the first year of realizing the Manifesto of the Polish Committee of National Liberation (of 22nd July, 1944). It declared that the state government would restore the whole system of education, ensure free education at all levels of the school system, maintain compulsory schooling and take scientists and research workers under its protection.

Those were extremely difficult tasks then - the losses in state schools amounted to 7621 completely or partially demolished schools (6842 primary, 263 secondary technical schools). School equipment and educational aids were almost totally destroyed, 95% of school libraries included. The loss of teaching staff was estimated as 30% of the prewar number. Considering these immense damages it is difficult to establish Poland's educational achievements in comparison to its initial stage, i.e. the school year 1944/45. To obtain a more general characteristics it is useful to compare the data of the last prewar year or the school year 1946/47, when certain normalization of the new educational system was already attained.

The Polish school system in 1938/39, 1946/47, 1973/74

	Schools		
	1938/39	1973/74	1973/74
Nursery schools	1506	2286[a]	30195
Primary schools	28881	20119	20156
Secondary general schools	789	785	1237
Secondary technical schools	1635[b]	2850	9480
Institutions of higher education	28	54	89

	Students (in thousands)		
	1938/39	1946/47	1973/74
Nursery schools	74,8	137,6	1026,3
Primary schools	4953,0	286,4	4778,6
Secondary general schools	234,2	271,8	639,1
Secondary technical schools	224,0	388,1	1921,7
Institutions of higher education	50,0	86,4	397,9

a) data of December, 1945

b) data of the school year 1937/38.

The table shows that, in comparison with the last prewar school year, the number of nursery schools increased 20 times, of secondary technical schools - 6 times, of institutions of higher education - 3 times. One can notice a slight increase in the number of secondary general schools for nonworking students (353 out of 1237 secondary schools in 1973/74 were

schools for working students, unknown before 1939); at the moment only the number of primary schools is much lower than that of the prewar period.

The decrease did not cause the deterioration of learning conditions. On the contrary, they improved - together with the diminishing number of schools with few students and few teachers there is a considerable rise in the number of higher organized schools providing complete 8 year primary education.

These changes took place mostly in rural areas. At present, in the country there function twice as many schools with at least 7 teachers than the prewar schools with over 4 teachers.

The high increase of nursery schools, vocational and higher schools as well as of schools for working students providing education at all levels - from primary to higher - - does great credit to Poland's achievements in the development of the school system.

Obviously, the expansion of the educational system was attained not only in the quantitative sense. There have been accomplished fundamental changes in the structure and functioning of the school system following the basic principles of: universality, gratuitousness, uniformity, permanent education, close relation with the national reality.

The most important structural change was the introduction of universal 8 year primary school in place of the prewar elementary school which did not provide all children with equal educational opportunities[1]. Basic innovations also covered postprimary education, which ensures the youth general education and - in case of vocational schools - professional qualifications. At the same time it opens various perspectives of further learning in higher schools.

The importance of changes in the functioning of the Polish school system lies in the fact that they correspond substantially with the aspirations of the community at large as well as with the demands of the developing country.

The school system contributing to the development of the country and to the socialist changes also became one of the main factors influencing social advancement of not only individuals coming form all social classes but also of whole

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1) For more than 40% of students (more than a half of rural children) the only available school was such that provided the 4th form level of education after 7 years of learning and gave no access to secondary school, which was of the academic type (gimnazjum).

communities, particularly those of workers' and farmers'. The extent of social promotion may be illustrated by impressive numbers of the intelligentsia coming from worker's or farmer's families, as well as by the data concerning the general level of education.

In 1946-1975 the number of those who finished primary, secondary general, secondary technical and vocational schools and of the graduates of higher educational institutions equalled 20 126 000. This includes :

- those who finished primary schools 11 883 thousand
- those who finished vocational schools 3 623 thousand
- those who finished secondary general schools 1 595 thousand
- those who finished secondary technical schools 2 339 thousand
- graduates of higher schools 686 thousand

The data cover neither a broad current of extramural education nor those completing their qualifications.

The most important effects of the educational development in People's Poland, which influence socio-economic and cultural progress of the country, are:

- supplying national economy with many millions of qualified personnel,
- making possible social and cultural promotion for millions of people through schools for children, youth and adults,
- intensifying general and professional education,
- giving education civic, patriotic and international character and thus promoting knowledge and political culture of the society,
- expanding tutelary and educational functions of school and creating the system of patronage over children and youth,
- reducing differences between social classes and communities, town and village, headwork and manual work,
- promoting close cooperation in science and educational practice with other countries, particularly socialist countries.

The impressive achievements of the Polish People's Republic in the educational domain are the result of creating, from very fundamentals, a well developed infrastructure. There were built and equipped 15 thousand buildings for schools and other educational institutions with state money and 2,5 thousand schools with social funds. The whole system of education employs 600 thousand teachers, mostly educated already in People's Poland. Students are provided with different forms of help, like maintenance grants, board and lodging for the necessitous children, meals at school, busing, etc. All these measures make accessible secondary and higher education

to all those who possess the required level of knowledge and intentions for further learning. It refers particularly to children of workers and farmers, who are allowed priority in admission to most popular schools and in aquisition of social help which guarantees democracy in the educational system. All those attainments will be crowned by the new educational reform which is to introduce compulsory 10 year general school, the foundation of the whole system of education.

II. The Organization and Functioning of the Educational System.

1. Main changes in school organization.

The main tendencies in the development of the Polish educational system during the period of 1973-1975 express the resolutions of the 6th Congress of the Polish Workers' Party and the theses of the Plenary Session of the Party Central Committee, which define tasks and duties of the state in educating children and youth. They give beginning to innovations connected with the preparations for the school reform announced by the Act of Parliament (Sejm) of the 13th October, 1973.

The most important postulates assumed by the school reform are the following:

1) Gradual popularization of preschool education in town and in the country.
2) Universal secondary education in 10 year schools with the uniform curriculum.

Within the universal secondary school there will be distinguished two cycles of education: initial education in forms 1 - 3 and systematic education in forms 4 - 10, divided in turn into two parts: uniform, with the dominant linear course, and differential, making allowance for various facultative subjects.

3) In accordance with national needs the organization of:
- vocational schools admitting the graduates of the 10 year school, principally preparing qualified workers, farmers, craftsmen and service staff during 0.5 - 2 years,
- centers of permanent education and of vocational advancement, among others conducting 1 year courses supplying with definite vocational qualifications for graduates of the 10 year schools and making possible the improvement or change of specialization for professionally active workers and members of middle personnel.

4) The preparation of 10 year graduates (candidates for higher education) in 2 year schools with various specialized sections.

5) At higher schools the admission after :
- 2 year specialized school
- vocational school based on 10 year general school
- 10 year school for those who proved their outstanding capabilities and skills in school olympics and national competitions
- 10 year school and 2 years of exemplary work or military service.

6) Full continuity in the programme and organization which guarantees the possibility of learning in successive types of schools, institutions of higher education and postgraduate courses.

The Parliament of the Polish People's Republic (Sejm) put the Council of Ministers under the obligation to present, in 1975, the project of the Act defining the system of national education, to ensure investment and financial means necessary for the renovation of the educational system, to prepare a modern system of educational management and to organize research inevitable for predicting social and economic effects of universal secondary education.

The period of 1973-75 makes a particularly important stage in the modernization of the educational system. The modernization is a complex process, covering all school levels and institutions of parallel and permanent education.

The innovations to be introduced into the Polish school system aim at further increase of social accessibility to particular educational institutions and levels and at the modernization of their functionning. The school system will involve more closely the institutions of preschool education which, besides their tutelary function, ought to prepare children for school education. In some cases, justified by socio--economic reasons, nursery classes are organized in primary schools and the professional status of nursery school teachers more and more approaches that of primary school teachers.

On account of the proclaimed universality of secondary education all rigid borders between 8 year primary school and secondary school lose sense. In 1973 more pupils of primary schools with good marks were admitted to secondary schools without an entrance examination and in 1974 entrance examinations to the 1st form of secondary general and technical schools were abolished. These measures contribute to levelling the chances of access to secondary education. The admission to secondary general and technical schools is now determined by school results of a candidate and not by a competitive examination affected not only by individual attainments of a student but also by general functioning of primary school and various influences of a student's social background.

Organizational changes in general and vocational schools consist in the introduction of more flexible forms of education which lead to reducing structural and curricular differences between specific types of school. It is particularly evident in the process of renovating the school system in the country and in structural changes in postprimary education.

Presently a very dynamic process of school integration

takes place in rural administrative districts (communes). In the system of so-called collective communal schools headmaster coordinates the work of all schools in the area, thus permitting the realization of a uniform educational policy and of cooperation in the rational utilization of the teaching staff and material resources. In all 2365 communes school headmasters were nominated coordinators and in 1226 of them (51,8% of the total number) there function collective communal schools.

A new phenomenon in the system of collective communal schools is the introduction of forms 9 and 10 which previously operated only in secondary general schools and which, after the reform, will constitute an integral component of 10 year secondary school. In the country there were formed 150 classes of the 9th form in 1973/74, followed by 70 in 1974/75, taught according to the secondary school curriculum.

In collective communal schools there are also organized classes of vocational training and special classes for those students who have a small chance of finishing the regular course, due to their previous failures.

As far as postprimary education is concerned, there is a noticeable increase in the number of secondary technical schools leading to the baccalaureat and giving professional education of a qualified worker. The schools form an intermediate stage between secondary general schools and vocational schools. In 1973/74 there were 536 technical secondary schools with 57 052 students.

Besides various structural changes consisting in the development of new types of school, there are introduced diverse innovations aimed at better adaptation of school work to current tasks of education.

Following the decision of the Minister of Education of the 19th March, 1974, essential changes in the structure of a school year took place in 1974/75. They are to rationalize the organization of the didactic process and students' vacations and to facilitate teachers' preparations for examinations in extramural departments, their participation in seminars organized by higher educational establishments and in professional training courses.

The school year 1974/75 began on the 2nd of September and continued in the following order :

- autumn break for socially useful work in time determined by the inspector-general
- winter vacation from 21st January till 3rd February for primary and from 5th to 18th February for postprimary schools
- spring break from 27th March till 1st April

- the end of school year - 5th June for primary and 20th June for postprimary schools.

The next school year will start on the 15th of August in primary schools and on the 1st of September in postprimary schools.

The organizational changes in primary and secondary education in 1973-1975 are accompanied by qualitative transformations. Here most essential are tendencies of tightening the links between school and family. New regulations of parents' committees create a convenient basis for the cooperation. They offer parents possibilities of collaboration with teachers to the purpose of uniform influence on children and youth in the educational process. There is also undertaken work aimed at the new definition of a student's role in school as a partner and participant in the process of education. The Ministry of Education prepared a project of "Student's code", which is now being discussed by students of various types of schools, their parents and teachers. Activating students in the process of education permits the reduction of negative stimuli such as "unsatisfactory" marks and repetition. On principle, in the first four years of school learning all pupils pass from one form to the next one, irrespective of their results. Later on pupils with unsatisfactory marks can be promoted on the condition that they make up for the deficiencies in knowledge.

The aforementioned process of activating students by various forms of school occupations made necessary further differentiation in the evaluation of students' deportment. The following criteria are taken into consideration:

1) a student's attitude to school obligations
2) his social activity
3) his personal culture.

The marks are: perfect, exemplary, remarkable, good, proper, improper. These marks influence the certificate of a student's comportment only but neither the evaluation of his attainment in particular subjects nor his promotion.

General changes in the structure and functioning of schools create foundations for further innovations in specific school types, necessary for the introduction of the school reform.

2. The development of the educational system.

During 1973-1975, a period preparatory to the reform, the aim of our educational system is further development of schools, what will make possible full accomplishment of di-

dactic, educational and tutelary tasks. Of utmost importance is the uniformity of school standards and complete reduction of disadvantageous influence of social background on education. The programme of educational promotion involves all levels of the school system and is realized by all preschool institutions, schools and all establishments of parallel and permanent education.

a) Preschool education.

In our country preschool education covers children between 3 and 6 years of age. The basic form is a nursery school, operating from 10 to 12 months a year, from 5 to 9 hours a day. In places with no nursery schools there function:
- nursery classes in primary schools for children 5 and 6 years old, open 5 hours a day,
- nursery centres of The Society of Children's Friends for children between 4 and 6 years of age, open 2-3 times a week for 2-3 hours,
- preparatory nursery centres for 6 year olds, organised to make equal children's level of school readiness,
- rural child care centres open during periods of intense work in the fields for 9 and more hours a day,
- special nursery schools in sanatoriums, hospitals and establishments for handicapped children.

In 1973 the total number of all institutions of preschool education was 30195, of which 6932 were in town and 23 263 in rural districts. They were attended by 1026 344 children what makes 47.6% of the total number of children of preschool age (51.4% in town and 44.1% in the country). In comparison with the previous years the number of pupils increased by 125.5 thousand, i.e. by 13.9%. Nursery schools of all types were attended by 58.1 thousand (10.6%) more children then in the school year 1972/73.

In the past years the principal function of nursery school was social protection over children, while at present it forms the first level of the school system. Its educational and instructional tasks were defined in the new programme of preschool education, introduced in September 1973. The curriculum is uniform for the whole country, but differentiated according to 4 age groups. It covers the following sections: sanitary education, social and moral education, intellectual education and aesthetic education. The novelty of the programme is its formulation in the categories of a child's operations and performance. The intellectual education includes, among others, new propaedeutics of mathematics based on the set theory, elements of technical instruction

and, strongly stressed, knowledge of social and natural environment. The principal method used in a nursery school is a game, in which a child learns and educates himself in a situational context created by a teacher.

The demand of closer and more multilateral links between preschool education and educational and didactic activities of primary school leads to the introduction of certain parts of school curriculum into nursery school, for example initial stages of reading and writing. Learning instrumental operations in nursery school facilitates children's first steps in school education.

In order to secure all children equal opportunities of undertaking school duties, it is postulated that preschool educational institutions be accessible to all six year olds. In the school year 1973/74, 78.8% of the total number of six year old children attended nursery schools or nursery centres (80.7% in town and 77.1% in the country). It is planned that the percentage will rise to 95.0 in 1975/76. Compulsory nursery school for all six year old children will be introduced in 1977/78.

There is a strong tendency for preschool educational establishments to cover evenly town and the country. At the moment the number of children attending nursery schools and centres in the country is growing at a double rate compared with town.

The increasing tasks of preschool education require adequate qualifications of teachers. In September 1973 there was introduced a new programme of educating nursery school teachers. The decision of the Minister of Education of the 30th March, 1973 transformed secondary pedagogical schools in colleges of preschool education. The colleges have 3 sections, accessible for those who finished either :

- primary school (12 terms), or
- secondary general school (4 terms), or
- secondary general and art schools (3 terms).

There is also a possibility of non-resident studies for teachers completing their education.

It is planned to create departments of preschool education in universities.

b) Primary schools.

In the school year 1973/74 primary schools were attended by 4 634 thousand students - 2 306 thousand in town and 2 328 thousand in the country. Because of the diminishing number of children at school age, the total of primary school

students decreased by 207 thousands. The diminution was greater in rural districts (169 thousands) than in town (38 thousands). This accelerated the process of integrating small schools, as the school network in the country was so far excessively dispersed.

The decision the Minister of Education of 17th March, 1973 brought to life collective communal schools. A collective communal school is an organizational form of the educational system operating in the country, covering nursery school, primary school, vocational school, courses of agricultural training, agricultural vocational school, secondary general and technical school.

The guidelines for this type of school set forth by the Ministry of Education are as follows:

- ensuring the sudents the possibility to gain thorough knowledge and good education according to the 8 year school programme,
- developing educational assistance to children of preschool age, particularly in the year preceding school entrance, to give them equal educational opportunities,
- generalizing preschool education through nursery schools and other preschool establishments for children over 3 years old in order to guarantee them educational assistance during periods of intense work in the fields,
- organizing education for children with slight deficiencies and deviations from normal development and assuring backward students the possibility to finish primary school and aquire vocational trainning,
- according to needs and possibilities providing education for mentally retarded children in special classes,
- organizing leisure time of students and popularizing physical culture, sports, and cultural and artistic occupations, with active cooperation of parents,
- according to needs and possibilities organizing professional training and education of the secondary school level,
- developing permanent education, elevating the level of general, pedagogical and professional culture of adults.

The principal task of collective communal schools is the organization of didactic and educational process in such a way that it guarantees full realization of the complete programme of 8 year primary school with the participation of teachers - specialists in particular subjects.

Collective communal schools are independent administrative and financial units, deciding about budget and material matters of all schools and other educational establishments located within the commune.

Organizing collective communal schools on a bread scale was preceded by creating 12 experimental schools in 1972/73, what allowed, on the basis of the gained experience, to found 723 schools (i.e. in 30% of communes) a year later.

The organizational structure of these schools is presented in the table below :

The number of schools with	7 teachers		6 teachers		4and5 teachers		1,2,3 teachers	
	N	%	N	%	N	%	N	%
In 723 communes	2044	61,3	771	23,1	379	11,3	142	4,2
Totally in rural education	5955	36,5	3679	24,6	3322	22,0	2481	16,6

The above table demonstrates that the organizational structure of collective communal schools is much more advantageous than that of rural primary schools on the whole.

The same refers to students attending particular types of schools, as shown below :

Number of students in schools with	7 teachers		6 teachers		4 and 5 teachers		1,2,3 teachers	
	N	%	N	%	N	%	N	%
In 723 communes	716773	82,7	111048	12,9	30381	3,5	4636	0,6
Totally in rural schools	1445564	62,1	525897	22,6	289012	12,5	67216	2,8

There existed considerable differentiation in the number of students in schools with 7 and more teachers, so that 11 schools had up to 400 students, 102 schools - from 401 to 700 students, 191 schools - from 701 to 1000 students, 271 schools

- from 1001 to 1600 students, 148 schools had over 1601 students, of which 111 had as many as 1750. On the rule they were big establishments with numerous teaching staff and proper conditions for the rational exploitation of specialists as well as for didactic and educational activities conformed to the programmatic principles of the communal school.

Out of 723 collective communal schools, 72 were located in town, 142 in urban-rural areas, 464 in communal administrative centres and 40 elsewhere in the country.

Within the framework of collective communal school system, there were organized 238 nursery schools and 496 nursery classes, attended by 18 712 children. 24 133 children were taken care of in nursery centres. An important achievement of collective community schools was providing preschool assistance to 80%-100% of 6 year olds.

In communal schools there were formed 390 classes for 7 300 backward children, accomodating them with simultaneous training for work in agriculture, building trade, engineering, timber industry, gardening, cattle raising and household.

There were created classes for 3 380 mentally retarded children and secured learning opportunities for 2 800 children with minor psychic deficiencies in 232 compensatory sections.

One ought to stress the attention given by schools to gifted children and expressed in organizing 6 000 interest circles in which 142 871 students, i.e. over 15% of the total, developed their talents and interests.

In the school year 1974/75 there function 1 226 collective communal schools.

During the last years primary schools both in urban and rural areas conducted experiments which resulted in the model of a community school. The term denotes an educational establishment which organizes education and instruction for its local community, by:

- activating families, youth, out-of-school educational institutions and social associations in the educational process, understood in its broadest meaning,
- collaborating with families, youth, outside-of-school educational institutions and social organizations,
- reducing and eliminating factors and activities negative from the educational point of view,
- coordinating didactic and educational activities of the community.

A community school organizes didactic and educational process also in children's leisure time. The school is connected with its neighbourhood by many links, as it is open

in the afternoon also for children and youth living in the area but not necessarily its students. It also welcomes adults - parents and people who want to devote their free time to children, youth and the whole population of the district.

c) Secondary general schools.

The last few years show the growing proportion of the youth admitted to secondary general schools while there is a noticeable decrease in the number of children who finish primary schools. In the school year 1971/72, 123 660 students entered the first forms of secondary general schools (out of 652 953 primary school leavers), in 1972/73 there were admitted 124 812 students (out of 650 959 primary school leavers), and in 1973/74 - 131 325 students (the total of primary school leavers was 638 300). Among the students of secondary general schools there is a considerable quantitative dominance of urban over country youth, though both groups increased in number during that period. This phenomenon is accompanied by the continually growing proportion of students with worker's or farmer's background. The trend ought to continue during the next years owing to the new principles of secondary school admission, preferable to the working class or country youth. (The decision of the Minister of Education of 18th January, 1974). Steady expansion of educational and tutelary functions of school support this tendency.

Great importance is attached to the results of school educational activities, particularly those of forming ideological, moral and civic attitudes of the youth. Here a significant contribution is made by the introduction of a new subject - "preparation for life in a family" - met with the aroused interest. The programme includes the problems of adolescence, marriage and family life in pedagogical, psychological, social and legal aspects. The elaboration of selected issues will be included in the manual for teachers, to be published.

With the purpose of preparing the youth for active participation in socio-economic and cultural development of the country, in 1973/74 all types of schools introduced the obligation of socially useful work (for the benefit of school, family or community).

There is a continuous progress in didactic and educational work expressed, on one side, by the activities aimed at the advancement and modernization of didactic infrastructure allowing the transition to the laboratory system of instruction and, on the other side, by measures taken to adopt programmes and curricula to students' abilities and interests.

The latter is reflected in the quick growth of specialized classes. The diversified curriculum, introduced into secondary general schools in 1973/74 in four sections: 1) general, 2) mathematical-physical, 3) philological, 4) biological-chemical, together with the postulates of schools and classes with the enlarged programme of physical education, resulted in formation of : 9199 classes of general section, 2 794 classes of mathematical-physical section, 804 classes of philological section and 484 classes of biological-chemical section (all of the 1st form), of the total number of 13 342 classes. At the same time there existed 82 schools with 394 classes taught in a foreign language. In all types of specialized schools there is a constant expansion of clases of the 1st form, with the highest growth rate in philological (62.5%) and mathematical-physical (21.6%) sections (the 1972/73 data as compared with these of 1971/72). At present mathematical-physical classes make 25% of the total number in secondary general schools.

An important measure which takes into consideration different capabilities and interests of students are the new regulations of the final examination (baccalaureat), established in 1974 (the Decision of the Minister of Education of 9th November, 1974). They enlarge the number of optional subjects and basically modify the examination form. Thus, besides the obligatory written examination in mathematics and Polish, a student has the right to choose for the second part of the exam among the following subjects: Polish, foreign language (Russian, English, French, German, Latin), history, propaedeutics of social sciences, biology, geography, mathematics, physics, chemistry, astronomy, technical education, music, military training. Out of these a student chooses the subject included in the entrance examination at higher school and can take an additional one, if it is the main subject of the entrance examination.

A student can choose either of the two forms of examination in these subjects : 1) preparation of a dissertation during the school year and presenting its theses in front of the examination board, 2) oral examination.

These innovations make allowance for problem teaching, requiring greater independence of students in the didactic process. Moreover, they considerably strengthen the links between secondary general school and institutions of higher education. The candidates are better prepared to entrance examinations through participation in subject sections, oriented by prespective studies and through learning in the ways typical of higher studies.

d) Vocational education.

Like in previous years, in the school year 1974/75 there existed the following types of vocational schools :
- vocational schools of 2-3 years, educating qualified workers,
- secondary vocational schools of 4 years, based on the primary school programme, where students obtain bread professional qualifications of a worker and secondary general education which allows them to enter higher educational institutions,
- secondary technical schools of 4-5 years, based on the primary school programme, where students achieve professional qualifications of higher degree and the title of a technician,
- technical schools of 2-3 years, based on the programme of vocational schools, where students aquire a higher degree of professional education and the title of a technician,
- postsecondary vocational colleges of 1-2 years, for those who finished secondary general school. The graduates of 1 year studies become qualified workers, those of the 2 year cycle obtain professional qualifications of higher degree and the title of a technician.

The realization of the programme of social and economic development of the country, structural changes in the national economy and the need to modernize the working process, which results from scientific and technical progress, assign new tasks for vocational education.

The main problem is modernization, advancement and adaptation of the present organizational and programmatic structure to the increasing demands of various domains of the national economy and preparation of conditions for educating qualified staff in the new school system.

To achieve these aims there was also modified the nomenclature of vocations and specialities which had been too complicated and had not taken into consideration the development of technique, technology and production organization.

The main principle of the projected nomenclature in vocational education is integration of narrow range vocations and specialties into vocations of a more comprehensive character, where specialization will be aquired in the final stages of schooling and during professional work.

The current nomenclature of vocational education contains 601 vocations and specialties, while the project includes only 200, of which 78 vocations will be taught in vocational schools and 122 specialties in secondary vocational schools.

The planned modifications made necessary changes in teaching programmes and curricula, therefore there was undertaken thorough analysis of contents of particular subjects with the purpose of merging them into complexes.

Experimental application covering 14 vocations and specialities of the new nomenclature will be introduced on the 1st of September, 1975 into 50 selected vocational schools, what will allow to work out a proper model of the teaching programme.

Moreover, there are attempts to create six month vocational courses in postsecondary vocational colleges. The gained experience will permit to shape the concept of vocational training based on the 10 year school.

The system of final examinations was also modified. The most essential element is now a thesis, which initiates students in the independent solving of technical, organizational, economic and other problems, characteristic of the learned specialty. Furthermore, it is a test of a student's professional competence in a job for which he is qualified by education.

The admission requirements in all types of vocational schools take into account the results achieved by a candidate in primary school, on which the learning programme is based.

In the educational process particular attention is attached to classes in school workshops and laboratories. In consequence, since 1974 schools possessing well organized and equipped laboratories employ laboratory assistants as teacher's aides. This will secure proper preparation of teaching materials and equipment, better care of students during classes and better didactic and educational effects.

The arrangement between the concerned ministries (or directors of central institutions) running vocational schools permits to join various schools located in one building into a collective establishment, even in case when the schools are governed by different authorities. It will allow to rationalize the utilization of school premises, technical equipment and to employ full time, highly qualified teching staff.

The requirements of school administration constantly increase to create proper teaching conditions and staff supply.

In view of the diminishing number of youth at the secondary school age, the collaboration between vocational schools and ministries and other establishments intensified particularly in the matter of establishing the limits of admission to specific school types and specialities. Decisions are made after consulting ministries and their local

organs and are based on objective grounds, while priority is given to the domains with the employment deficit.

There were also taken steps to modernize practical training. They aim at the execution of the postulate of "education through work" (one of the fundamentals of the educational system) and at the development of the collaboration between vocational schools and working establishments, which would improve social and professional adaptation of students.

These principles take 3 forms:

1) learning basic vocational skills in school worksheps,
2) introduction into the process of production and into social community through working practice,
3) specialization of the highest form students for definite jobs.

e) Special schools.

The system of special education founded in the past years covers a wide range of educational establishments: nursery and primary schools, special sections in primary and vocational schools as well as secondary general and technical schools for some categories of deficiencies. There is developed course instruction and individual teaching and learning in certain cases. Successful work is done in educational establishments and centres for partially and completely blind, deaf and partially hearing, physically and mentally handicapped children. One of the most effective forms is the initiative of the Society of Children's Friends, the so-called "life schools" providing instruction for students with such types of deficiencies which, before the war, condemned them to institutions of social welfare for life.

Social assistance is evident in such forms as school dayrooms, lodging and board for necessitous children, school meals, etc. The state grants for these purposes continually rise.

There was also begun intensive work directed at satisfying the needs of children retarded in development. It is manifested in the programme of the Ministry of Education for the years 1972-1975. Some of the solutions are: earlier school registration, creation of remedial nursery centres, the introduction of the positions of a school pedagogue and of the deputy headmaster for educational problems. In the school year 1973/74 there were 625 special primary schools attended by 89.6 thousand children and 140 postprimary schools with 15.1 thousand students. Appreximately 21 thousand of mentally handicapped children living too far from special schools stayed in 230 special institutions. In this

way special education covered about 40% of mentally handicapped children who could not attend special schools in their districts.

The rest of the children go to primary schools where nearly 800 classes special were created.

The number of schools and establishments for blind and deaf children is adequate to the needs and the access to schools for children hard of hearing and partially blind is gradually made easier.

Hospitals, sanatoriums and preventoriums organize special instruction for disabled and chronically ill chidren when organizational and therapeutic conditions permit.

Special education for maladjusted children is provided in educational institutions of the Ministry of Education and in penitentiaries and children's homes of the Ministry of Justice.

The conditions of special education for children with minor deficiencies improved greatly in the last few years. It refers particularly to rural districts where collective communal schools introduce various forms of assistance to mentally retarded children.

f) Adult and permanent education.

The social and economic development of our country continually raises the requirements of general knowledge and professional qualifications of personnel.

Social demands of adult education at primary and secondary school levels are still considerable and each year the attendance increases. General tendencies of giving priority to knowledge and high qualifications favour the intensive development of educational institutions for working adults.

The intensification of primary and secondary education in the latest period was conduced by central recommendations concerning the advancement of employees' qualifications.

The Disposition Nr 35 of the Council of Ministers of 1st February, 1974, on the subject of the improvement of professional qualifications of workers' employed by the national economy, draws attention to the importance of the improvement for:

1) creating conditions adequate for charging workers with tasks more complicated and of greater responsibility,
2) permitting the change of workers' qualifications,
3) raising the qualitative standard of production,
4) preparing conditions appropriate for the application of technical progress,
5) completeing and extending the knowledge of the rules of

safety and hygiene of work.

The advancement of professional qualifications of workers outside school takes the following forms:

1) instruction organized by a firm or a factory,
2) vocational courses outside the place of work,
3) vocational training.

The Decision of the Ministry of Education of 23rd July, 1974 makes uniform the organization of secondary general and technical school for adults and the principles of admission. The new statutes of general and technical education for working people define the organization of educational and didactic work of secondary general schools, secondary technical and vocational schools, secondary technical school for excelling workers, secondary and postsecondary vocational colleges (in all types nonresident education included).

Generally, the present organization of regular and correspondence schools and of evening courses for working people satisfies the demands in this domain. In the past years there was achieved a considerable increase in the number of schools and of their filial centres, consultation centres and sections of self-education.

In the school year 1973/74 there functioned 642 primary schools for working people (54.7 thousand students), 3024 general courses of primary level (58.9 thousand attenders) and 1001 primary vocational courses (17.8 thousand attenders). At the same time there were 302 secondary general schools (122.7 thousand students) and 51 correspondence secondary general schools (45.7 thousand students) for working people. Totally, all organizational forms covered the number of 131.4 thousand students at the primary level (15 thousands more than in 1971, 72) and 168.4 thousands at the secondary level (about 30 thousands more than 2 years ago). The dynamic development of adult education corresponds with the present needs and will be maintained in the future.

g) Social and educational assistance to children and youth.

The aims of social and educational assistance to children and youth are :

- the stimulation of children's development,
- the development of children's interests and creative attitudes,
- the cultivation and guidance of spontaneous higher needs of children.

There exist several institutions of the tutelary and educational type :

1) crèches,

2) nursery schools and nursery centres, country child care centres,
3) school organized assistance - dayrooms, semiboarding houses, outside-of-school activities, medical and dental treatment,
4) assistance outside school - youth clubs, kindergartens, playgroups, various forms of educational work in place of residence,
5) tutelary and educational establishments - children's homes (including foster families), child care centres, emergency child care centres, penitentiaries,
6) diverse forms of social and financial aid.

As far as the outside-of-school educational institutions are concerned, all types of children's and youth clubs widened the range of their activities. In the school year 1973/74 there were 160 clubs with 7 614 groups of interest, frequented by 218 thousand regular members and 2 940 thousand persons engaged in mass meetings.

29.5 thousand children and youth took part in the activities of 116 outside-of-school centres, while mass meetings attracted 298.5 thousand participants.

104 playgroups conducted regular work for 44.7 thousand children and organized mass meetings for 180 thousand children and youth.

In 1973/74, 682 children's homes and penitentiaries took care of 61.3 thousand pupils, financial and family help was granted to 19.8 thousand children and emergency child care centres gave aid to 4.9 thousand children and youth.

The interest of the society in the future of orphans increased and was expressed by firms and institutions granting high sums for help (e.g. founding saving accounts intended to buy flats for orphans).

A particularly valuable form of child care was the organization of school vacations. A whole system of various forms of recreational activities was introduced: summer camps, vacation centres in schools, bivouacs, itinerent camps and vacations in town for the country children. All urban children at primary school age were included in the project. Attempts are being made to generalize it on such a scale that each child have one month of organized recreation during the summer vacation.

This dynamic expansion of holiday centres for children and youth was made possible due to great help of trade unions and employees' councils, which devoted high funds for the purpose.

There also rose the number of maintenance grants, scholarships and places in school boarding houses, especially for students of secondary general and vocational schools. In the school year 1973/74 there functioned 1887 boarding houses for 287.4 thousand students and 323.3 thousand students were accomodated with meals in their canteens. There was begun building of the first boarding houses in collective communal schools.

Maintenance grants were offered to 403.3 thousand students, of which 42.3% lived in boarding houses or rented lodgings.

Very active in educational and tutelary field is The Society of Children's Friends which in 1973 numbered 700 thousand adults participating in the work of 20 thousand circles. The Society aids the attempts of the state leading to the enlargement of educational and financial assistance to children and their families.

3. Teacher education.

In the school year 1973/74 schools and educational institutions of the Ministry of Education employed 336 220 full time teachers, of which 17.2% possessed higher education, 55,8% were graduates of colleges of education, 25.6% had secondary pedagogical training and 1.4% no pedagogical secondary education. The data show that to great extent didactic and educational objectives are executed by teachers with teacher college education or secondary teacher training.There exist great differences in the level of teacher education between particular types of schools, various professional specializations and different administrative districts.

As the antidotum there was introduced the obligation of higher education for teachers. In 1973 it was decided that teacher training colleges (or : colleges of education) of 3 year studies would be transformed progressively into higher pedagogical schools or filial branches of universities, offering 4 year studies leading to master's degree.

According to the estimates of the Ministry of Education, 160 thousand teachers ought to complete their education, i.e. during the next 10 years should obtain the M.A. degree. In 1973/74, 40 thousand teachers were admitted to extramural departments of higher educational establishments.

Teachers and educators of all school levels are educated in the uniform system of 4 year stationary studies which give master's degree in a selected field. Teachers of professions in vocational schools are graduates of higher

technological, economical, agricultural or medical schools of the university level. In this way there are reduced disparities in the training of teachers between primary and secondary schools.

To increase the flow of gifted students into the teaching profession, pedagogical councils of secondary schools are granted the right to select two students who will be accepted into institutions of higher education without the entrance examination, on the condition that one of them chooses a pedagogical specialization.

In order to raise the level and teaching effects of schools and other educational institutions, there were created favourable conditions for working teachers who complete their education. Nonresident studies are organized by the same higher schools that educate teachers of respective specializations in the regular way. Usually nonresident studies last 4 years and end with master's degree.

In the past two years extramural departments admitted students without the entrance examination, on the basis of recommendation of the local inspector general. The criteria taken into consideration were the needs of schools and interests and capabilities of teachers.

The completion of higher education is obligatory for male teachers under 40 and female teachers under 35, and optional for the rest.

Teachers qualified for nonresident studies can start with the first or the second year or can pass to completing the course for M.A. degree (the last two years), according to their previous education.

For teachers with higher education there are organized postgraduate and specialized courses. Their purpose is to advance teacher's knowledge in his specialization and his social, political and pedagogical education. Teachers are obliged to attend such course every 10 years. There is a project to introduce specialization titles for those who attended postgraduate studies.

Teachers have the possibility of proper preparation to further education. Local sections of the Institute for Teacher Education organize various forms of educational help. 10 260 teachers attended the courses in 1973/74.

A considerable help for studying teachers is the radio and television course on pedagogics, philosophy and social science in the programme called NURT (Nauczycielski Uniwersytet Radiowo-Telewizyjny - Radio and Television University for Teachers), sponsored by The Institute for Teachers Education. The recipients of the programme are mainly: teachers - non-

resident students and those who are not involved in studying, senior administrative personnel of schools and other educational institutions and school supervisors of all levels. Teachers completing and advancing their knowledge in this way are provided with the materials concerning the methods and programmes of NURT. All the lectures broadcast on the radio or television are published in the monthly "Oświata i Wychowanie" (Instruction and Education). In 1973/74 in the NURT programme there is a course for teachers of mathematics in primary schools.

4. Educational planning.

The principal tasks of educational activities and measures ensuring their execution are defined in the plans for social and economic development of the country.

According to specific character of various domains of educational and tutelary work, the planning system contains either the directives obligatory of the established tasks or instructions defining the guidelines and economic measures to be taken. All these elements complement each other and determine activities consistent with the plan.

A plan is the principal instrument of educational progress. There are elaborated perspective plans (now till 1990), long term i.e. 5 year plans (at present for 1976-1980) and annual plans. The main criteria taken into consideration are educational prognoses which, on scientific basis, forecast future demographic processes and directions of socio-economic development of the country and let draw conclusions with regard to the future development of education.

The foundation of perspective and 5 year plans is the prognosticating system. The Central Prognosticating Committee of the Ministry of Education defined the basis for establishing long range tendencies and forms of the educational development and the principles of the perspective plan for the period up till 1990. The results of the Committee work was a study entiltled "The Prognosis of the Development of Education" (Prognoza rozwoju oświaty i wychowania), which contains an analysis of demographic, socio-economic and cultural conditions, educational tasks and functions and the prognostic model of the educational system. Besides, it determines conditions of the realization of the new system in terms of the perspective plan up till 1990.

In the course of executing the planned tasks, national and economic authorities can introduce modifications, while rhytmical realization of the plan, observation of obligatory norms and constant control must be maintained.

The control and assessment of the accomplishments are done mainly on the basis of statistical and financial reports.

The educational plan for the years 1973-1975 is as follows :

	School year		
	1973/74	1974/75	1975/76
1. Preschool education			
a) children in preschool institutions	1 026.344	1 148.270	1 230.220
b) children aged 3-6 covered by preschool education	50.3	55.2	58.4
2. Primary schools x/			
a) total number of students	4 822.892	4 700.710	4 595.000
students in regular schools xx/	4 722.587	4 572.390	4 458.400
b) percentage of children not complying with compulsory school attendance	0.47	0.45	0.41
3. Secondary general schools			
a) the total number of students	639.052	663.935	681.220
students in regular schools xx/	470.690	491.370	503.085
b) the number of students in 1000 of population	19	20	20
4. Vocational education			
a) the total number of students	1 922.330	2 039.055	2 140.465
nonworking students xx/	1 573.768	1 632.035	1 675.755
b) students in secondary technical schools	934.839	1 027.140	1 113.985
nonworking students	602.170	643.230	677.920
c) the number of students in 1000 of population	57	60	63
5. Boarding houses in general vocational schools			
a) the number of boarders	272.380	289.275	296.590
b) percentage of boarders among all postprimary students	18,4	18.8	18.9

6. Organized vacations for children and youth			
a) the number of participants	6 300.000	6 500.000	6 600.000
b) the percentage of participants in the total of students aged 7-15	88.8	94.3	98.8

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x/ - because of the progressing demographic depression the number of primary school students constantly decreases.
xx/ special schools included.

The plans for the development of education in the period 1973-1975 reflect the recommended evolutional tendencies, among them:

- levelling the standard of schools and other educational institutions and improving the effectiveness of the didactic and educational process,
- gradual generalizing of preschool education with the assumption that it will embrace all children a year before entering school i.e. at the age of 6,
- ensuring all children the possibility of observing compulsory school attendance,
- generalizing postprimary education,
- creating conditions for organized recreational activities during school vacations,
- developing activities in the domain of adult and permanent education.

5. The financing of education.

According to the valid budgetary law, each year the Parliament (Sejm) of the Polish People's Republic votes an act establishing the state budget and county and communal councils define annual local budgets.

The total expenditure on education, i.e. on general and vocational schools and educational assistance to children and youth (major works excluded) in the period of 1973-1975 was as follows:

Year	1973	1974	1975
a) expenditure in milions zlotys	32.893	33.039 x/	36.850 xx/
b) the percentage of the total state expenditure	8.6	7.0	6.6
c) the percentage of the gross national product	2.9	2.7	2.7

x/ as planned
xx/ according to the budget project.

6. The modernization of the educational management.

The Polish school system lays great stress on the perfection of the educational management. The Ministry of Education aims at the uniform educational policy in the whole country. It is of great importance for the school system of which a part is administred by other than educational authorities, as well as for outside-of-school institutions.

The Ministry of Education executes its tasks through the local organs of school administration - school superintendent's office and the departments of education and culture of country (voivodship) and district (powiat) governments.

At the country level the head of school administration is school superintendent and in the district the school in

School superintendentes, deputy superintendents and inspectors are nominated by the Minister of Education (and proposed by the respective country or district authorities).

At the lowest administrative level - commune - schools are controlled by the communal school headmaster. The position was established on 1st January, 1973, following the new administrative division of the country. State government tends to broaden the competence of country and district authorities, which are its local organs as well as forms of social self-government. This trend was expressed in the law of 22nd November, 1973 on the modification of Poland's Constitution and amendments to the law of People's Councils.

Communal school headmasters are head managers of education in a commune independently of departmental subordination of schools.

The introduction of the position of a communal school headmaster to a high degree contributes to the improvement in work of rural schools. It also helps to work out effective structural and programmatic measures appropriate for definite

local conditions. As organizers of educational activities, communal school headmasters increase the interest in the school problems among adult population and develop their collaboration in the realization of various educational objectives. Headmasters devote much of their time to organisational and administrative functions and endeavours directed at securing proper infrastructure.

The hitherto gained experience of the school management let formulate certain principles of improving the managerial system. It is considered necessary to eliminate middle levels of administration to the very minimum and to simultaneously reduce the distance between central administration and basic units of the educational structure. Direct information, instructions, counselling and control of attainment ought to take place of written circulars. The quality of administrational structure depends mainly on the level of qualifications of the managerial staff. The personnel of administrative organs should possess real competence and deep specialization in the whole range of school activities. These requirements will constantly rise, and of particular appreciation will be qualifications permitting to solve complex problems independently.

7. Educational research

In 1973 - The Year of Polish Science - there took place events important for all research workers. The conference of the representatives of the humanities and social science at the Central Committee of the Polish United Workers' Party defined the long term programme for the development of social sciences. The programme, approved and expanded by the second Congress of Polish Science, establishes guidelines for all institutions engaged in research on social development. The investigation concerning transformations of our society and the development of personality of the society members are the essence of the programme.

The uniform educational system and its basis - the school system - constitute a separate problem in the programme of the development of social sciences and humanities and require the expansion of research work.

The 2nd Congress of Polish Science accentuated the high rank of pedagogical research, approving the proposal of the Minister of Education of including the investigation on the subject "The modernization of educational system in a developed socialist society" in the central research project.

The realization of the programme assumes elaboration of the scientific basis for the introduction of successive stag-

es of the educational reform and the methods of analysis of the school system. It is of particular need to establish : scientific foundations and principles of the didactic and educational system, general organizational and programmatic outlines of different types of schools and other educational institutions, effective didactic methods and techniques, guidelines for permanent education and educational management and organization, and economic basis of national education.

Besides pedagogics and psychology, the research work will involve many fields of science, particularly social sciences, mathematics, physics, technology and medicine. There appears a necessity to coordinate investigations conducted in various disciplines and scientific institutions. The work connected with the discussed key problem has already begun. Apart from research institutes of the Ministry of Education, institutes of other Ministries, universities and the Polish Academy of Sciences will participate in the work.

The principal aim of the planned investigations, surveys and analyses is creating the scientific basis for the preparation and realization of the reform of the national educational system and the verification of its functioning. Therefore the postulates concerning the terms of the expected research results are closely related to the programme of preparation and application of the reform.

The attainment of the principal objectives is planned in the following stages :

1st stage - till 1975

In connection with preparations of the new project of the educational law there will be defined the principles of the socialist system of education realized in schools and other educational institutions, the fundamentals of permanent education, programmatic and organizational concept of different types of schools and school levels, the principles of organization and functioning of the educational system, the propositions concerning the collaboration with particular educational associations and their tasks within the uniform system of socialist education, the principals of educational management. The period ought to result in several studies, analyses and expert's reports which, applying scintific achievements of our country and international comparisons, will produce most rational solutions defining the shape of the national system and will predict social and economic effects of the reform.

2nd stage - till 1978.

The propositions for the period assume intensive re-

search work aimed at the determination of the educational contents in the reformed schools, the elaboration of the curricula, the modernization of teaching methods and techniques, the preparation of teacher's and student's manuals. Experimental application will verify the results in view of the principal objectives of education. The research work in that period also ought to establish the programmes of teacher training in the reformed system and define economic and organizational functioning of schools on the basis of modern infrastructure and efficient methods of management.

3rd stage - till 1985

It is assumed that the investigation should result in the evaluation of programmatic, structural and methodical modifications from the point of view of metting the demands of social, economic and cultural development of the country. It should also verify the predicted consequences of the reform and formulate conclusions concerning the continuous advancement of the educational system and the prognosis for its further development in the period after 2000.

The list of important educational acts introduced in the period of 1973-1974.

1973

1/ Decision of the Minister of Education of 17th March, 1973 re the organization of collective communal schools (Dz. Urz. 5, poz.28).

2/ Decision of the Minister of Education of 3rd March,1973 re regulations of the Interdepartamental Committee for Vocational Education (Dz.Urz.5, poz.29).

3/ Resolution No 64 of the Council of Ministers of 23rd March, 1973, re the admission rules for the employers of state establishments into schools and higher studies for the employed and reductions and benefits to wchich they are entitled (M.P.18, poz.III).

4/ Resolution No 85 of the Council of Ministers of 6th April, 1973 re further development of physical culture (M.P. 21, poz.123).

5/ Decision of the Minister of Education of 14th April,1973 re organization of preschool educational institutions (Dz.Urz. 10, poz. 71).

6/ Decision of the Minister of Education of 14th June,1973 re organization and functioning of centres of professional orientation (Dz.Urz.11, poz. 89).

7/ Decision of the Minister of Education of 2nd July, 1973 re implementing rules concerning duties and rights of a teacher (Dz.Urz.12, poz. 100).

8/ Decision of the Minister of Education of 21st August, 1973 re transferring students to higher forms, in addition to the procedure defined in the regulations of grading and promoting students (Dz.Urz.13, poz. 105).

9/ Parliamentary Act of 13th October, 1973 re the national system of education (M.P.44, poz. 260).

10/ Decision of the Minister of Education of 9th November, 1973 re principles and procedures of final examinations.

11/ Decision of the Minister of Education of 29th November, 1973 re development of special education and assistance to educationally subnormal and handicapped children (Dz.Urz. 16, poz. 142).

12) Agreement between the Minister of Education and the Polish Teachers' Union of 19th December, 1973 re principles of cooperation between school administration organs and Teachers' Union divisions (Dz.Urz.1/1974, poz. 3).

1974

1/ Decision of the Minister of Education of 18th January, 1974 re admitting students in the 1st form of secondary general and vocational schools (Dz.Urz.1, poz.5).

2/ Resolution No 35 of the Council of Ministers of 1st February, 1974 re outside-of-school advancement of professional qualifications of workers employed in the national economy (M.P.7, poz.50).

3/ Disposition of the Council of Ministers of 1st February, 1974 re principles of organizing practical vocational training for students of vocational schools (Dz.Urz. 9, poz.53).

4/ Resolution 110 of the Council of Ministers of 3rd May,1974 re advancement and development of the system of professional orientation and counselling (M.P.19, poz. 112).

5/ Circular of the Minister of Education of 4th May, 1974 re participation of schools and other educational institutions in the organization of outside-of-school physical activities, sporting events and recreation for children and youth (Dz.Urz.5, poz. 30).

6/ Resolution No 119 of the Council of Ministers of 10th May, 1974 re material assistance to children and youth in foster families (M.P.22, poz. 127).

7/ Decision of the Minister of Education of 23rd July, 1974 re schools for the employed and rules of admission (Dz.Urz.8, poz. 63).

8/ Decision of the Minister of Education of 10th October,1974 re organization of sections of vocational training in primary schools (Dz.Urz.10, poz. 8).

Abbreviations :

M.P. - Monitor Polski

Dz.Urz. - Dziennik Urzędowy Ministerstwa Oświaty i Wychowania

PZWiJO Warszawa, ul.Mokotowska 16/20
Zam.718/75 nakład 500